

Special Education —Mild/Moderate Disabilities

Endorsement Guidelines

To Accompany Rule 24

(Adopted by the State Board

12.5.12—Includes new CEC Standards (2012)

4.25.13--Executive Committee Changes

Redline Version

of Education on 11/08/02)

006.62 Special Education —Mild/Moderate Disabilities

006.62A Grade Levels: ~~K-12, K-6, K-9, 7-12~~
~~K-6 or 7-12 / Subject~~
~~K-12 / Field~~

006.62B Endorsement Type: ~~Subject or~~ Field

006.62C Persons with this endorsement may teach ~~and provide services in~~
~~accordance with 92 NAC 51 for~~ children and youth who have ~~mild or~~
~~moderate disabilities and who are one or more~~ verified ~~disabilities.~~ as
~~per 92 NAC 51 as students with one or more of the following~~
~~disabilities: developmental delay, specific learning disabilities, speech~~
~~language impairment (language verification only), mild or moderate~~
~~mental handicap, behavior disorders, orthopedic impairments, autism,~~
~~other health impairments, and traumatic brain injury. Persons with this~~
~~endorsement may also teach verified children and youth who are~~
~~placed in multi-categorical programs. In addition, persons with this~~
~~endorsement may teach the students until the public school~~
~~educational responsibilities are terminated.~~

006.62D Certification Endorsement Requirements: This endorsement shall
require:
~~for K-6 or 7-12 (subject), a minimum of 42 semester hours, of~~
~~which 30 semester hours must be~~
~~special education content coursework; or~~
~~for K-12 (field), a minimum of 51 semester hours, of which 36~~
~~semester hours must be special~~
~~education content coursework.~~
~~a minimum of 40 semester hours, including a minimum of 22~~
~~semester hours in special education courses and the remaining~~
~~coursework addressing content areas that include methods and~~
~~materials of teaching, supervised practicum or internship experiences~~
~~(not including student teaching) designed to provide competencies~~
~~required of a special education professional educator which includes~~
~~at a minimum, assessment skills, instructional and behavioral~~
~~intervention skills in the listed disability areas, consultation and~~
~~collaboration skills, and inclusive education practices.~~

006.62E Endorsement Program Requirements: Nebraska teacher education
institutions offering this endorsement program must have on file,
within the institution, a plan which identifies the courses and the
course completion requirements which the institution utilizes to grant

credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide special education teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators (2012).

Standard 1. Learner Development and Individual Learning Differences

Beginning special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

- Element 1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.
- Element 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Standard 2. Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- Element 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.
- Element 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.
- Element 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Standard 3. Curricular Content Knowledge

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4.25.13--Executive Committee Changes

Redline Version

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Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.

Standard 4. Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.

Element 4.4 Beginning special education professionals engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Standard 5. Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

Element 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.

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- Element 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.
- Element 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.
- Element 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.
- Element 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- Element 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Standard 6. Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7. Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

Element 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

Element 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of the philosophical, historical, and legal foundations of education for learners with mild or moderate disabilities, and be able to apply the related concepts, principles, and processes, including being able to:
 - 1. Identify historical and current models, theories, and philosophies that provide the basis for special education practice including its relationship with regular education;
 - 2. Demonstrate an understanding of current definitions, identification procedures and related issues, including how these issues relate to students from culturally and/or linguistically diverse backgrounds;
 - 3. Identify the assurances and due process rights related to assessment, eligibility, and placement including the rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs;
 - 4. Articulate a personal philosophy of special education;
 - 5. Demonstrate the ability to conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures; and
 - 6. Describe the continuum of placement and support services.
- B. Demonstrate an understanding of the characteristics of learners with mild and learners with moderate disabilities, and be able to apply the related concepts, principles, and processes, including being able to:
 - 1. Differentiate among characteristics and needs including similarities, levels of severity, and multiple exceptionalities;

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of Education on 11/08/02)

- ~~2. Demonstrate the ability to identify characteristics and effects of cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse, neglect, and substance abuse;~~
 - ~~3. Describe the educational implications of characteristics of various disabilities;~~
 - ~~4. Demonstrate an understanding of the etiology of common disabilities and syndromes, including medical, health, social and emotional aspects;~~
 - ~~5. Demonstrate an understanding of methods for the prevention of disabilities; and~~
 - ~~6. Describe the implications of disabilities on psychosocial, educational, vocational and leisure outcomes for individuals, families, and society.~~
- ~~C. Demonstrate an understanding of assessment, diagnosis, and evaluation of learners with mild and learners with moderate disabilities, and be able to apply the concepts, principles, and processes, including being able to:~~
- ~~1. Demonstrate knowledge of basic terminology, legal provisions, regulations, and program standards regarding assessment of individuals and be able to articulate ethical concerns related to assessment;~~
 - ~~2. Describe guidelines for student participation in group district-wide standardized achievement assessments, including the use of necessary accommodations and/or alternative assessments;~~
 - ~~3. Identify typical procedures used for screening, pre-referral, referral, and classification;~~
 - ~~4. Demonstrate knowledge of legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures;~~
 - ~~5. Demonstrate knowledge of specialized terminology used in the assessment of students;~~
 - ~~6. Identify conditions and assessment instruments that ensure maximum performance for students;~~
 - ~~7. Use appropriate assessment instruments for the identification of students;~~
 - ~~8. Identify appropriate use, applications, interpretations, and limitations of various types of assessment instruments;~~
 - ~~9. Use collaborative strategies in collecting background, assessment, and performance information from parents and a variety of other sources;~~
 - ~~10. Design, implement, and evaluate individualized assessment;~~
 - ~~11. Adapt and modify, as appropriate, existing assessment tools and methods to accommodate the unique abilities and needs of students;~~
 - ~~12. Develop and use individualized technology plans based on specific assistive technology assessment;~~
 - ~~13. Assess using valid and reliable method(s) of response of individuals who lack typical communications and performance abilities;~~
 - ~~14. Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment;~~
 - ~~15. Describe various methods of collecting data used in documenting progress;~~

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4.25.13--Executive Committee Changes

Redline Version

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- ~~16. Create and maintain educational records, including alternate assessments;~~
 - ~~17. Demonstrate knowledge of the terminology and procedures used in adaptive behavior and life skills assessments; and~~
 - ~~18. Use results of performance-based measures and specialized evaluations to make instructional decisions for students.~~
- ~~D. Demonstrate an understanding of instructional content and practice for learners with mild and learners with moderate disabilities, and be able to apply the related concepts, principles and processes, including being able to:~~
- ~~1. Recognize learning styles and how to adapt methods and materials for teaching in multiple environments;~~
 - ~~2. Explore curricula for the development of motor, cognitive, academic, social, language, affective, career/vocational, and functional life skills;~~
 - ~~3. Develop comprehensive, legally compliant, individualized educational programs;~~
 - ~~4. Design programs that involve the individual and family in setting, sequencing, implementing, and evaluating instructional goals;~~
 - ~~5. Identify and use sources of specialized materials, equipment, and assistive devices;~~
 - ~~6. Utilize approaches for creating positive learning environments;~~
 - ~~7. Describe cultural perspectives influencing the relationships among families, schools, and communities as related to effective instruction;~~
 - ~~8. Develop and select instructional content materials, resources, and strategies that respond to cultural, linguistic, and gender differences based on assessment data;~~
 - ~~9. Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment;~~
 - ~~10. Teach students cognitive strategies for facilitating maintenance and generalization of skills across environments;~~
 - ~~11. Design age appropriate instruction based on the student's adaptive skills;~~
 - ~~12. Implement instructional techniques to promote successful maintenance and generalization of skills and to make successful transitions;~~
 - ~~13. Use verbal and non-verbal techniques to establish and maintain student support;~~
 - ~~14. Utilize research-supported instructional strategies and practices;~~
 - ~~15. Utilize research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication needs of individuals with disabilities;~~
 - ~~16. Interpret sensory, mobility, reflex, perceptual, medical, and health information to create appropriate learning plans;~~
 - ~~17. Select and use assistive technologies to accomplish instructional objectives and integrate them into the instructional process;~~
 - ~~18. Select, adapt, and use instructional strategies and materials according to characteristics of the learner;~~
 - ~~19. Assist students in the use of adaptations and assistive technology that allows for participation and access to curriculum in the general education curriculum;~~
 - ~~20. Assist students in the use of appropriate physical management support techniques after consultation with health care specialists;~~

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- ~~21. Assist students in the use and maintenance of orthopedic, prosthetic, and adaptive equipment after consultation with health care specialists;~~
- ~~22. Adapt lessons to reflect the physical exertion of individuals with specialized health care needs;~~
- ~~23. Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs;~~
- ~~24. Integrate affective, social, life, and career/vocational skills with academic curricula; and~~
- ~~25. Provide appropriate instruction in independent living skills, vocational skills, and career education.~~

~~E. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of planning and managing the teaching and learning environment for learners with mild and learners with moderate disabilities, including being able to:~~

- ~~1. Demonstrate an understanding of basic classroom management theories, methods, and techniques;~~
- ~~2. Describe research-based best practices for effective management of teaching and learning;~~
- ~~3. Identify ways in which technology can assist with planning and managing the teaching and learning environment;~~
- ~~4. Describe model programs, including career/vocational and transition;~~
- ~~5. Create a safe, positive, and supportive learning environment in which diversity, self-advocacy and increased independence are valued;~~
- ~~6. Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in a variety of settings;~~
- ~~7. Prepare and organize materials to implement daily lesson plans;~~
- ~~8. Incorporate evaluation, planning, and management procedures that match student needs with the instructional environment;~~
- ~~9. Design a learning environment that encourages active participation and optimal learning by students in a variety of individual and group learning activities;~~
- ~~10. Design, structure, and manage daily routines, including transition time for students and other staff in the instructional setting;~~
- ~~11. Describe the school setting adaptations necessary to accommodate the needs and abilities of the students;~~
- ~~12. Demonstrate an understanding of specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings;~~
- ~~13. Identify types and transmission routes of infectious disease;~~
- ~~14. Practice appropriate universal precautions when interacting with individuals with physical and health disabilities;~~
- ~~15. Identify common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities;~~
- ~~16. Identify and use local, community, and state resources available to assist in~~

12.5.12—Includes new CEC Standards (2012)

4.25.13--Executive Committee Changes

Redline Version

of Education on 11/08/02)

~~programming for students with disabilities; and~~

~~17. Integrate an individual's health care plan, including the effects of medication into daily programming.~~

~~F. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of managing student behavior and social interaction skills for learners with mild and learners with moderate disabilities, including being able to:~~

~~1. Demonstrate an understanding of applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of behavior management techniques;~~

~~2. Develop and implement a systematic non-aversive behavior intervention plan for students using a variety of behavioral principles (including observation, recording, charting, establishment of time-lines, intervention technique hierarchies, and schedules of reinforcement), and provide training for their parents;~~

~~3. Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events);~~

~~4. Analyze attitudes and behaviors that positively or negatively influence behavior of students with disabilities;~~

~~5. Identify social skills needed for educational and functional living environments, and provide effective instruction in the development of social skills in an integrated curriculum;~~

~~6. Design, implement, and evaluate strategies for crisis prevention and intervention;~~

~~7. Demonstrate a variety of effective behavior management techniques;~~

~~8. Implement behavior management techniques consistent with a student's needs;~~

~~9. Modify the learning environment (schedule and physical arrangement) to manage inappropriate or challenging behaviors;~~

~~10. Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem;~~

~~11. Demonstrate an understanding of behavior problems, including self-stimulation and self-injury; and~~

~~12. Identify communication and social interaction alternatives for individuals who are non-verbal.~~

~~G. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of communication and collaborative partnerships in working with learners with mild and learners with moderate disabilities, including being able to:~~

~~1. Promote effective communication and collaboration with individuals, parents, school and community personnel in a culturally responsive program;~~

~~2. Demonstrate an understanding of the roles of students, parents, teachers, and other school and community personnel in planning and developing an individualized educational program;~~

~~3. Use collaborative strategies in working with students, parents/primary care-givers, school and community personnel in a variety of environments;~~

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4.25.13--Executive Committee Changes

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of Education on 11/08/02)

- ~~4. Communicate and consult with students, parents/primary care-givers, teachers, and other school and community personnel;~~
 - ~~5. Plan and conduct collaborative conferences and training with families or primary care-givers;~~
 - ~~6. Communicate and collaborate with regular classroom teachers and other school and community personnel to integrate students into various learning environments;~~
 - ~~7. Identify lists of resources, networks, and organizations for students and/or parents/primary care-givers;~~
 - ~~8. Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment, community and independent functions in daily life, with maximum opportunities for full participation in community and decision making;~~
 - ~~9. Identify the roles and responsibilities of school-based and community-based medical and related services personnel;~~
 - ~~10. Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and communicative needs;~~
 - ~~11. Describe the role of all educators in the inclusion or reintegration of students into the general education classroom;~~
 - ~~12. Identify the role of professional groups and referral agencies in identifying, assessing, and providing services to learners with mental health needs; and~~
 - ~~13. Apply the principles of collaborative teaching strategies in the general educational setting.~~
- ~~H. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of professionalism and ethical practices related to working with learners with mild and learners with moderate disabilities, including being able to:~~
- ~~1. Identify personal cultural biases and differences that affect one's teaching;~~
 - ~~2. Describe the teacher's role as a model for students with disabilities;~~
 - ~~3. Demonstrate commitment to developing the highest educational and quality-of-life potential of students with disabilities;~~
 - ~~4. Promote and maintain a high level of competence and integrity in the practice of the profession, including sensitivity to culture, religion, gender, and sexual orientation of individual students;~~
 - ~~5. Demonstrate proficiency in oral and written communication;~~
 - ~~6. Engage in professional activities that may benefit students with disabilities, their families, and/or colleagues;~~
 - ~~7. Comply with local, state, and federal monitoring and evaluation requirements;~~
 - ~~8. Practice within the CEC Code of Ethics and other standards and policies of the profession;~~
 - ~~9. Identify consumer and professional organizations, publications, and journals relevant to the field of mild and moderate disabilities;~~

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- ~~10. Describe the rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities;~~
- ~~11. Participate in trans-disciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are in transition from home, hospital, or rehabilitation facility to school; and~~
- ~~12. Seek information regarding protocols, procedural program standards, and policies designed to assist students with disabilities as they participate in school and community-based activities.~~

AD HOC MEMBERSHIP FORM

(Based on Section 17.03 of the Organizational Policies)

SPECIAL EDUCATION—Mild/Moderate, Learning Disabilities, Behaviorally Disordered

DATE: November 29, 2010 10 AM-4:30 PM

LOCATION: The Cornhusker Hotel, 333 South 13th Street, Lincoln, NE 68508

| MEMBERSHIP CRITERIA | NOMINEES |
|--|---|
| 17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration | 1. Adia Brightman, OPS (D4) adia.brightman@ops.org 2. Molly Elge, GIPS & CNNSP Behavior Specialist (D6) melge@gips.org 3. Adel Valasek, Elkhorn MS (D2) avalasek@epsne.org |
| 17.03B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution | 1. Kris Swain, UNO (D8) kswain@unomaha.edu 2. Sue Kemp, UN-L (D1) skemp2@unl.edu |
| 17.03C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions | 1. Dee Acklie, CSM (D8) dacklie@csm.edu 2. Greg Zost, Peru State (D5) GZost@peru.edu |
| 17.03D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration | (This category could be covered by appointees to 17.03A) |
| 17.03E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3 | 1. Lincoln or Omaha administrators Kris Reckewey, LPS (D1) kreckew@lps.org Julia Allen, OPS SPED Director (D2, 4, 8) julia.allen@ops.org 2. Classes 2 or 3 Stacy McDaniel, Sidney (D7) stacy.mcdaniel@sidneyraiders.org |
| 17.03F One person representing the general public, e.g. PTA member or a school board member | Matt McNiff, ESU 5 (D5) mmcniff@esu5.org |
| 17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable. | Donna Moss, Hastings (D5) dmoss@esu9.org |
| 17.03H One representative of NDE | Carol McClain, NDE carol.mcclain@nebraska.gov Gary Sherman, NDE gary.sherman@nebraska.gov |
| 17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements | Kris Elmshaeuser, ESU 16 (LD) kelmshae@esu16.org (D7) |

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| 17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups | Daryl Wilcox, Wayne State (D3) dawilco1@wsc.edu (Also attending as an observer: Dr. Frank Adams, WSC) |
| 17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee | Marge Harouff, NDE retired Sharon Katt sharon.katt@nebraka.gov Pat Madsen pat.madsen@nebraska.gov Marlene Beiermann marlene.beiermann@nebraska.gov |

Special Education ‘Specialty Areas’ Work Group Participants

Assistive and Augmentative Technology

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Deaf and Hard of Hearing/Deaf-Blind

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Functional Academics and Independent Living/ Developmental Disabilities

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Inclusion & Collaboration

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Transition

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Vision/ Orientation & Mobility

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NASES Representatives (Invited): Stuart Clark (Past President) sclark@esu1.org
Jane Moody (President) jane.moody@esu11.org

**Group Facilitator

NDE Staff

Carol McClain, Special Education
Pat Madsen, Adult Programs
Sharon Katt, Adult Programs
Marlene Beiermann, Adult Programs
Kevin Peters, Teacher Certification